



Comprehensive Strategy for Lucas County Children & Families



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Our Mission: Engaging the community in enacting the Comprehensive Strategy initiatives through education, promoting collaboration, and providing resources for planning.

THIS MONTH'S FOCUS: School/Community Partnerships

SCHOOL-COMMUNITY PARTNERSHIPS: A GOOD IDEA FOR EVERYONE

Superintendent Cynthia Beekley, Springfield Schools

The African proverb that says, "It takes a village to raise a child," is profound in its wisdom. Schools have long recognized that they must be partners with parents if our children are to be successful in school. It is not just the task of parents and teachers to educate our children, but also the responsibility of the community to raise its youth to maintain and carry on its values, beliefs, and culture. Actually, rarely in history has there been a society which lasted without that philosophy.

School community partnerships are a concrete example of that idea. At their best they are mutually caring, nurturing relationships which benefit both parties. Students benefit from the relationships with older, caring adults who are not their parents, and the adults benefit from the support and fresh perspectives of youth.

Springfield Local Schools has been blessed with an excellent school community partnership called SHAPE - **S**pringfield **H**olland **A**ssets **P**artnership for **E**xcellence. The coalition evolved from the ideas developed by the Search Institute which over a decade ago tried to determine what made some young people successful in life and others not. Researchers examined family makeup, wealth, and social standing. They looked at educational levels, neighborhoods, and schools. They discovered that resilience and successful transition to adulthood were not determined by the amount of money a family had or what type of neighborhood the youth lived in. What they found was a list of what they called *assets* or things that made the child able to withstand peer pressure and a poor environment. They surveyed over 80,000 youth and came up with forty assets that made children strong. (www.SearchInstitute.org)

These assets are the basis of Springfield's coalition. Initially, a group of people interested in our community, from the schools, the Southwest YMCA, and St. Luke's Hospital, met to discuss the idea of assets in our area. A survey was completed of our students in grades 6-12 to determine assets. This survey has been repeated every-other-year for the last five years.

Our students were interested in getting involved to improve assets for Springfield peers. They developed programs and support systems for Springfield High School students. They liked the idea that the program should be available to all youth who lived in Springfield Township and Holland, so they invited other schools in the area to participate. They invited home schooled students as well. The township and the village were impressed with what the students had accomplished on their own and agreed to support the students' efforts.

OUR VISION

Lucas County will be a community...

- ☐ That supports parents in caring for their children.
- ☐ Where families set their own goals and provide a loving, nurturing, supportive and safe environment.
- ☐ Where parents are the primary service specialists for their children and will provide opportunities for their growth.
- ☐ Where the community will support parents with the necessary assistance for the care and nurturing of their children.



SPOTLIGHT on School/Community Partnerships:

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• Share this newsletter! Staff routings • Bulletin board postings • Agency mailings •

The Oregon Community Prevention Coalition

Oregon City Schools are part of the Oregon Community Prevention Coalition (OCPC). This newly formed group began as an extension of activities and efforts developed as part of the Oregon Police Department's Juvenile Diversion Program. The OCPC consists of a group of community leaders and volunteers from a variety of area agencies and businesses as well as private citizens, and representatives of the schools, the police department, the YMCA, and religious congregations. The focus of the group is to bring about positive changes in our community youth who engage in risky behavior and/or non-violent criminal behavior.

In addition to ACHIEVE, a juvenile diversion program, current coalition activities also include the Parent Project, which is a support/training group for parents of strong willed teenagers; Teen Success classes which help teenagers develop resiliency and leadership skills, and an underage drinking initiative aimed at reducing access to alcohol and helping to change community norms regarding underage consumption.

As part of Red Ribbon Week activities, the Coalition sponsored *Muffins for Mom* and *Donuts for Dad* at all of the elementary schools. This provided an opportunity to educate parents on the history and purpose of Red Ribbon Week as well as to share some of the results of our 2002 ADAS Student Survey. At the middle school level, a Walk Against Drugs to Pearson Park was the featured activity while the high school sponsored Red Ribbon Recognition Days.

- Debbie Fotoples, Oregon City Schools, 419.693.0668

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Amazing results have occurred. For the last two years SHAPE has produced an annual calendar which lists all the community activities including Springfield Schools, St. Joan of Arc, St. John's High School, Springfield Township and the Village of Holland. The calendar has been well received by the community.

In addition, students developed a reading program with the Holland Library, procured drug and alcohol resistance programs for our high school, investigated a spiritual connection for students, and promoted community service opportunities for our students. They helped organize several Challenge Days, sponsored a mock trial at the high school, held a day of fasting and donated funds raised to an area food kitchen, and wrote a letter to parents reminding them that despite what kids say, they want their parents to monitor their activities.

Springfield Schools is pleased with the work of SHAPE Director Cindy Hadsell. Please call her at 419.340.5835 for more information about this exciting community partnership.

Seniors Teaching and Reaching Students (STARS)

The STARS program is an intergenerational volunteer program to involve older adults as tutors and mentors to Ohio's elementary school children. STARS began in 1998 and Toledo's Oakdale Elementary School housed the first program in the state. It has expanded to 24 Ohio cities involving more than 500 tutors. The program is under the Ohio Department of Aging in conjunction with the Corporation for National and Community Service, Ohio Family and Children First, and The Mentoring Center of Central Ohio.

Two years ago STARS became part of the Ohio Reads initiative; however, STARS is more intensive than most Ohio Reads programs in that the tutors see the same students two-to-three times per week for an entire school year, so a close mentoring relationship is formed.

The main goal of STARS is to improve the reading of children in grades K-4. STARS tutors are trained and supervised by a site coordinator. Toledo now has two sites: one at Oakdale and one at East Side Central. According to recent reports both schools have shown improvement in fourth grade proficiencies.

To be eligible to tutor for the STARS program you must be 55 years or older, a resident of Ohio, and be willing to commit to five or more hours per week. You must also pass a criminal background check and a physical exam. In return for five hours of service, a tutor can receive tuition units for a grandchild or other designee to any accredited college in the United States, or get a tax-free stipend of \$2.50 per hour for 10-20 hours of service. Lunch and travel reimbursement of 30 cents per mile is also provided. The tutors also receive recognition and appreciation for their contribution through gifts and luncheons during the year.

- For more information, or to volunteer, call Jan Bissonette, 419.691.4037

Court Academy - continued from page 3

members monitor and coach from school to work in Court Academy Outreach, i.e., Court Academy-trained school administrators and court support instructors currently employed in school buildings across Lucas County.

- From <http://www.hhs.utoledo.edu/cjsw/court1.htm>



Safe/Drug-Free Schools

- www.ed.gov/offices/OESE/SDFS/
- **Creative Partnerships for Prevention**
- www.cpprev.org

Court Academy is Community Unity

Advanced Training of Human Services Personnel

Marion Boss, C.E.D., Ph.D., Professor, Department of Criminal Justice, Associate Dean, College of Health and Human Services, The University of Toledo

Court Academy, because of open-minded juvenile judges, has become a **community united where everyone wins** . . . all participating professionals and all detained children. Court Academy is a professional development site of the Graduate School, College of Health and Human Services, The University of Toledo, and is an active and exciting partnership with the juvenile justice system of Lucas County, Ohio. In-service professionals (behavior specialists, educators, human services supervisors, mental health agency directors, corrections officers, law enforcement officers, social workers, counselors, physicians, nurses, coaches, and attorneys) are struck with the dramatic increase of violent behaviors demonstrated by children and adolescents today and are enhancing their professional knowledge, skill and disposition through the pursuit of higher degrees within the dimensional spectrum of diagnosing, analyzing, and managing chronically severe behaviors in today's society, communities, and classrooms.

Human services professionals serving children with emotional/behavioral disorders (EBD) must constantly manage *neurobiological affect disturbances* (Distress-Anguish, Anger-Rage, Fear-Terror, and Shame-Humiliation) (Nathanson, 1992a, 1992b, 1996; Tomkins, 1963, 1965, 1979, 1981, 1982, 1987, 1991, 1992; & Wurmser, 1981, 1987). Facilitators of behaviorally-driven children and youth with multi-specifically damaged emotions must manifest and access a vehicle for reaching juveniles on common ground, i.e., affects are innate in all humans. Connecting and reaching children as humans produces trust - the beginning of the necessary reaching-coaching cycle. The discussing of biological affects may be considered a viable bridge from facilitators to youth with low self-esteem and less than low motivation to change inappropriate covert cognition and overt observable behaviors.

Doctoral and master-level graduate students complete an 18-month internship within Court Academy. The juvenile detention internship requires the reaching, mentoring, and coaching of locked juvenile detainees, youth placed on probation, and court-mandated youth who attend Court Academy. Court Academy offers behavioral and motivational challenges far beyond traditional training. Furthermore, the Court Academy population is culturally diverse, thus research and inclusion-perfect. Because special needs and typical youth are academically merged and behaviorally managed individually, in small and large groups, university graduate students constantly practice the critical tasks of communication and curricula adjusting. University graduate students emerge with best practices and cutting-edge skills ensuring Court Academy youth a pathway to positive behavioral choices.

- For more information see www.hhs.utoledo.edu/severelinks.htm or

www.gradschools.com/listings/institutions/UToledo.html

LOCAL RISK FACTORS

Favorable Parental Attitudes & Involvement in the Problem Behavior:

• Indicators:

- ☐ Adult violent crime arrests
- ☐ Adult drug offense arrests

Friends Who Engage in the Problem Behavior:

• Indicators:

- ☐ Alcohol use in 8th, 10th & 12th grades
- ☐ Marijuana use in 8th, 10th & 12th grades
- ☐ Cigarette use in 8th, 10th & 12th grades
- ☐ Cocaine use in 8th, 10th & 12th grades
- ☐ Teen pregnancy rates

Academic Failure Beginning in Elementary School:

• Indicators:

- ☐ Drop-out rate
- ☐ Graduation rate
- ☐ Reading proficiency
- ☐ Math proficiency

Early Initiation to Problem Behavior:

• Indicators:

- ☐ Alcohol use in early grades
- ☐ Marijuana use in early grades
- ☐ Cigarette use in early grades
- ☐ Cocaine use in early grades

Family Management Problems:

• Indicators:

- ☐ Number of children in substitute care
- ☐ Incidences of substantiated child abuse or neglect

-based on local data gathered for the community report on *A Comprehensive Strategy for Lucas County Children & Families*, 1999

****From the UT website:**

Court Academy trains, supervises and evaluates multi-college university teachers and interns while offering full-spectrum educational, psychological, mental health, and school-to-work occupational services to regular and special needs incarcerated chronic and violent delinquents, first offenders, youth on probation/parole, and at-risk children moving toward tragic entry into the juvenile justice system.

The Youth, Family Court Community Connection (YFC3) component addresses at-risk youth with their parents.

Children are referred by Lucas County schools, juvenile court and the Toledo Police Department. Parents Helping Parents, Lucas County Sheriff's Office and Court Academy collaborate to offer youth a jolt while empowering parents to parent.

The United Auto Workers (UAW) offer occupational skills to Court Academy-youth contracting to attend school regularly after release from juvenile detention/prison. UAW

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The Community Partnership

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www.communityprevention.org



Comprehensive Strategy for Lucas County Children & Families

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The Comprehensive Strategy for Lucas County Children & Families newsletter is a cooperative effort of many agencies throughout the county. For copies of the initial report or data CD, or to join the mailing list, contact The Community Partnership at 419.866.3611, 5902 Southwyck Blvd., Toledo, Ohio 43614 or e-mail Cyndi@communityprevention.org. For specific Comp Strategy questions, call Kristen Kania at Lucas County Family Council, 419.213.6994, or e-mail kkania@co.lucas.oh.us

OVERVIEW OF COMPREHENSIVE STRATEGY

Problem Behavior □ Noncriminal Misbehavior □ Delinquency □ Serious, Violent & Chronic Offending

Prevention

Target Population: At-Risk Youth

Graduated Sanctions

Target Population: Delinquent Youth

Programs for
All Youth



Programs for Youth
at Greatest Risk



Immediate
Intervention



Intermediate
Sanctions



Community
Confinement



Training
Schools



Aftercare

Youth Development Goals:

- Healthy and nurturing families
- Safe communities
- School attachment
- Prosocial peer relations
- Personal development and life skills
- Healthy lifestyle choices

Youth Habilitation Goals:

- Healthy family participation
- Community reintegration
- Educational success and skills development
- Healthy peer network development
- Prosocial values development
- Healthy lifestyle choices